

NEW JERSEY

2000-2001
Guidelines and
Application**BEST
PRACTICES****Deadline for Application to County Office:
NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category Health & Physical Education (Application is limited to one category. See page 3 for details.)
Practice Name Mini-Marathon (Education)
Number of Schools with Practice 1 (If more than one school or district, read and complete information on page 2.)

County	Morris
District (Proper Name)	School District of the Chathams
Address	54 Fairmount Avenue Street/P. O. Box Chatham, New Jersey 07928 City Zip Code
Telephone	(973) 635-5656 Fax(973)701-0146 Email
Chief School Administrator	Joseph Schneider
Nominated School #1 (Proper Name)	Lafayette School
Address	221 Lafayette Avenue Street/P. O. Box Chatham, New Jersey 07928 City Zip Code
Telephone	(973)635-8694 Fax (973)701-9153 Email
Principal	Mr. James Kelly
Program Developer(s)	Pamela DeTorres
Application Prepared By	Pamela DeTorres
Chief School Administrator's or Charter School Lead Person's Signature	<i>Joseph F. Schneider</i>

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLYApproved: ☒ Yes ☐ No County Superintendent's Signature *Rene Porter*

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.** No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **keybaorded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages.** Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. **The information on page 4 and the responses to statements must be copied on one side of the page.** The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
7. **The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form.** Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name
<input checked="" type="checkbox"/> Elementary School	<u>4-5</u>	<u>Mini-Marathon</u>
<input type="checkbox"/> Middle School	_____	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Junior High School	_____	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> High School	_____	Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> Other: _____	_____	<input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input checked="" type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.
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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement, and how it can be replicated. (Maximum of 50 lines for response)

This "2.6 mile Mini Marathon" program is part of a revolutionary program offered each year to all the students in the fall. The students are offered the chance to set a goal to train together in order to complete the 2.6 mile/run/walk event held at the end of the six week training period. The students are initially told that this event is open to anyone who would like to participate, and there are no pre-qualifications or prerequisites. This 2.6 mile marathon is a spin off of the New York Marathon also held in the fall; but is one tenth the distance of the 26.2 mile marathon held in NYC. In order to participate each student must make a commitment to attend the after school practices held once a week for 40 minutes, and they must also commit to train one day a week during their recess. This "2.6 Mile Mini Marathon" invites all types of students to join: runners, walkers, joggers, physically, mentally, or emotionally challenged. The main objectives that the students strive to meet are the following:

- Setting a personal goal , training for it, meeting it
- make the practice sessions that each participant has committed to
- Improve their own pace time whether it is running, walking or a combination
- Improving their physical fitness levels in cardio, endurance and strength
- Socializing and hopefully making new friends
- Having fun and learning the benefits of achieving something that can become part of their daily lives .

In order to participate, each student must turn in a permission slip signed by a parent and the student that acknowledges their commitment to meeting the qualifications of making 4 of the 6 after school practices and all the recess practices (these are held once a week as well). Attendance is taken at every after school practice, but not during recess as they only have 20 minutes outside. During training sessions, by way of modeling, I teach the students to give support to each other; if passing a slower participant while running, the student passing should encourage them and the same holds true for the slower student as a faster paced one passes them.

This event is innovative in that it involves parents, teachers, neighbors, police, high school and middle school students; as well as our 4th and 5th grade students. Our high school and middle students help with the pinning on of the numbers, and help as race officials. During training sessions, and on race day which is held after school, signs are posted along the course, the teachers are the "race officials", neighbors and parents and other students all cheer and encourage them. Neighbors have gotten involved by allowing us to put student made signs on their properties, such as "1 mile mark", "turn left", "way to go", etc. Local merchants have donated streamers, oranges, and bananas, high school and middle school students have donated their time to help pin numbers on the students and to be on the course during the race. Local police also help with traffic and safety. Parents are involved during all practices, and as every student crosses the finish line, he/she breaks the "finish tape", streamers rolled out again and again, and pictures are taken by older students, parents and teachers. . As each student crosses the finish line, our superintendent and principal place a medal and congratulates that student, and every student has always finished. The participants and

their parents are encouraged to stay until each student has finished in order to help cheer and support them to the finish area. Some of the faster students have gone back to keep a slower student company in their run/walk.

For many students, at this age especially, this is the first time that a short term or long term goal has been decided upon and met. Up until now, the parents have always been involved with the goals and commitments of their child, and as this is an event that the student must really want to do and must agree to meet the criteria, it is the students own goal. This year, I have over 50% of our school's population participating, with over 265 fourth and fifth graders, including physically and mentally challenged (including children with severe cerebral palsy) students, as well as overweight students. The self esteem and feeling of accomplishment that these children get from completing this event is evident in their sense of pride and accomplishment and has carried over into other aspects of their lives aspiring them to achieve things educationally and physically that otherwise they never thought possible. .

2. List the specific *Core Curriculum Content Standards including the Cross Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses those standards. Provide an example to substantiate your response.

The best practice addresses many of the *Standards of the Comprehensive Health and Physical Education List* including:

Standard 2.1 states:

All students will learn health promotion and disease prevention concepts and health enhancing behaviors.

Through this interactive program, in conjunction with our health curriculum, the students are able to identify and demonstrate factors that are responsible to enhance and contribute to the good of personal and physical health. Also, by setting long and short term goals and tracking their own progress, *Standard 2.2* is also being met:

All students will learn health enhancing personal, interpersonal and life skills.

Through the use of the many volunteers from the police to older school age children, parents and teachers, this helps to teach each student that one can always volunteer their time, and chose positive activities to help one another.

Standard 2.5 states:

All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

By emphasizing good sportsmanship behavior, teaching running biomechanics and movement concepts, there is a definite improvement in the skills of that child. The self motivation also becomes evident and continues throughout and at the same time, each participant is gaining a life time recreational activity. Due to having to modify the program for some of our students such as those that may have cerebral palsy, or other problems, the students begin to understand that everyone can participate- but it may be in a slightly different way.

Standard 2.6 states:

All students will learn and apply health related fitness concepts.

We are able to incorporate this program with our health, math, science and social skills curriculum through mapping. This is done through the teaching of how

fitness activities enhance health and wellness, the importance of developing and attaining personal fitness goals and other goals throughout their life. The students are able to assess how physical and psychological benefits are derived from health related fitness activities. Since the run is not timed, nor do I keep track of first, second, third place, it does not become a competitive event, but one in which a personal goal is set and achieved. The students learn that these goals can only be met through hard work and commitment and only the students can make this happen, not the parents, teachers or anyone else.

Math and Social Study skills are incorporated many way: by the use of adding all the girls miles or boys miles in one class figuring out averages, converting to feet etc, discovering how far all the participants ran and what areas or states they reached and learning about that area. There are many other ways we have integrated this program throughout the school.

I feel the students are meeting the Cross Content Workplace readiness standards as set forth by the State Department of Education especially as the students learn about Personal Qualities.

"Personal Qualities, individual responsibility, self-esteem and self-management, social ability, integrity, and honesty. Demonstrate self-management skills and apply safety principals." The participants are also able to improve personal performance in a physical activity as stated in 2.5-11.

Each student needs to assume individual responsibility to come to practice at recess and to give up their play time as no attendance is taken. This is the honor system. Due to the popularity of this program and the programs size, each student has to live up to a certain expectation about their own behavior, positive attitude and helpfulness. Safety is always a key concern, especially when during the last 2 weeks, we train on the road, again, the participants must understand all aspects of running and walking for themselves and those less able to understand all the principles.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice meets these needs.

The students that I have used this program for are fourth and fifth students- ages 8,9,10 year old students. There is no disqualification or prerequisite. Many of these students are on medications for physical and emotional problems ranging from heart, allergies, severe asthma, depression, ADHD and ADD to name just a few.

The objectives for the 2.6 Mile Mini Marathon are clearly met. Students may enter the "race" by completing the following:

- Having made at least 4 out of 6 after school practices
- Trained once a week during recess
- Displayed good sportsmanship during practices
- Shown good manners towards neighbors and parents helping at practices
- Dropout rate is in the first 2 weeks / in 5 years of developing and running this program, I have had 14 children quit due to lack of interest, could not make the commitments, or prior obligations.
- Originally I started this program 5 years ago, I had 122 students, and each year it has grown- and is now over 265 student- 48 more than last year.

- Teacher feedback on how excited the student is the day after a practice and their sense of accomplishment as they continually see an improvement in the amount of time they are able to run or walk.
- Middle school student ask me every year if they can come and train with us and run on the "race day" (They become my helpers and help train the younger students)
- National physical fitness tests (Prudential tests). Data has shown that the highest percent of mile tiles are from those that have participated in this program. This test is given 2x a year to each student and on the flexibility test there is a slight improvement but on the 1 mile run walk test, it is dramatic.

4. Describe how you would replicate the practice in another school and or district.

This program is a very easy one to replicate. When I first explain the program to the students, 2.6 miles seems like a very long distance, but I guarantee they will finish the course if they can make a commitment. A permission slip is the first thing that is sent home to all the students explaining the program and I write an article for the school newsletter as well as talk about it at our back to school night, and the previous year speak about the program to the upcoming 3rd grader parents that will be coming in. I keep attendance records of the after school practice and also lists of all the marathon participants. These are posted on the gym bulletin boards along with pictures of the practices. I encourage the less athletic, or physically challenged students to join, as well as the more athletic students. I explain to them this race is to be by your day and at each training session, the energy level grows high and higher as the students themselves tell me how much they are improving. Many of the students run or walk on weekends with friends or parents. New friendships are made and the bulletin boards in the gyms are changed often as I post pictures of the students training each week; the students love seeing themselves on the bulletin board. This is an event that for some will lead them into cross country. For others such as the children with cerebral palsy, heart problems or the child who does not like team sports, this may be the only medal they will receive for an athlete event, a memory they will always have also records of their practices.

In order to make this program work, it is helpful to have parents volunteer if the children are this young- with an older group that would not be as necessary. PTO has been wonderful in helping to enlist parent volunteers as well as the high school groups such as "Students of Sobriety", the cross country or track team and the "key club" are good resources to help. The main thing to remember, volunteer don't run, they are really there to help set up a different course each week, help with attendance, and be positioned on the course for safety reasons and to encourage the children.

I have students in the high schools, who come back to me, remembering this event. The smile of the students crossing the finish line and for many, the impossibility of completing the 2.6 miles, has become a reality.